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ABSTRACT

Experimental colleges are one attempt to provide more relevant educational experiences. They are characterized by the merger of counseling and instruction, the lack of grades and normative student rankings, interdisciplinary coursework, student input into curriculum planning, contract learning and independent study, off-campus learning experiences, flexible class scheduling, and a sense of community among the participants. This report discusses experimental colleges at two- and four-year institutions and presents an evaluation of the Rio Hondo Experimental College (RHEC) in California. RHEC is a college within a college; it was designed to be a place where students could learn in an unpressured environment and sort out their academic and career goals. A student survey indicated that RHEC students were less goal-directed, but were similar tc regular students on other variables. Another survey found the RHEC faculty to be dedicated, independent thinkers who believed in alternative forms of education. Student and faculty questionnaires, with tabulated responses, are appended. A discussion of the common problems of experimental colleges and a description of various mcdels for implementing experimental programs in community colleges are also included. (DC)

THE EXPERIMENTAL COLLEGE

TO DEMANDS

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THE AMERICAN COLLEGE TESTING PROGRAM

ERIC Clearinghouse For Junior Colleges

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THE EXPERIMENTAL COLLEGE RESPONDS TO DEMANDS

Experimental colleges are not a new outgrowth of the late 1960s or early 1970s. Some of the oldest and most prestigious colleges and universities in America were conceived in response to special demands for particular types of educational institutions for special clienteles (Bennington, Sarah Lawrence, etc.). Indeed, one might even perceive the junior college itself as a new form of education, an experiment initiated to meet needs not satisfied by the more traditional schools and colleges.

In the past 8 years, however, there has been a new push toward experimental education, even though no clear-cut definition of such schooling is yet available. The so-called "free" schools at both elementary and secondary levels are one type of response to dissatisfaction with typical educational offerings. Similarly, experimental colleges, schools-within-schools, colleges without walls, and even the cluster college concept are responses to student cries for relevant education, parental demands for more humane systems of teaching/learning, and educators' desire to please the dissidents who originally expressed dissatisfaction with traditional forms of postsecondary schooling.

One major reason that experimental colleges have developed as self-standing institutions or as colleges-within-colleges clusters around the notion of postsecondary institutions as *teaching* institutions. Experimental colleges—at either the 2- or 4-year college or the university level—typically fail to include those elements of research and scholarship that pervade the broader university. Accordingly, the idea of the experimental college falls directly within the stated purpose of the 2-year community college—to teach rather than to conduct research. In whatever form it takes, the experimental college extends the ideal of the community college and focuses its efforts on the mechanics of teaching.

The majority of the experimental colleges have been instituted in answer to external—often vociferous—demands by students, faculty, and taxpayers, and they seem to emphasize teaching over research. But what other purposes do these institutions serve? Are there themes which pervade all forms of experimental programs? Such questions, ranging from the most general to the specific, could go on and on. All, however, focus on this form

of education as unique, somewhat ambiguous, and more than somewhat appealing. This paper attempts to deal with these questions by discussing experimental colleges as they exist today, presenting an evaluation of one experimental college within a community college, and noting different models for implementing experimental programs in other community colleges.

A Range of Types

Since the traditional institutions of home and church, which have provided maturing experiences for youth, have diminished in their influence, colleges have become social agencies next in line to assume the tasks of bringing young people into society and helping them find their places and develop their own life styles. Perhaps more than most traditional institutions, experimental colleges strive toward this goal. The provision of access to society is thus seen as a major thrust of these programs, although this approach may be hidden under a different sort of rhetoric and not openly acknowledged.

A more narrow view of experimental colleges sees these ventures as safety valves for the traditional college that has failed to meet everyone's expectations. It is inevitable that an institution that promises to assist in the development of individual personality, to provide credentials for positions in the work world, to develop salable skills, to broaden intellectual and emotional horizons, to transmit culture and values, and to remedy educational defects occasioned by other schools that fail to live up to *their* promises, would disappoint at least some of its clients. Alternatives are needed to allay their frustrations, and in this case, experimental colleges become attempts to provide a different type of institution that promises, at least in part, to deliver to a portion of the population that which larger institutions cannot provide.

Most experimental colleges have developed as colleges within larger institutions that are centered around residential clusters. They are built on new programs rather than on revisions of preexisting programs. These colleges-within-colleges are small and may offer either a program for special types of students—the academically handicapped or the gifted or those with particular interests—or one of more general appeal. By definition, an experimental college also has a statement of purpose, a set of particular reasons for its development. This statement may or may not be enunciated in writing and, indeed, may be only implicitly realized by participants not involved in the college's inception. As Carpenter (1964) notes, the experimental college

> simply . . . is an educational institution which is trying to be a college. Literally a college is a community, a group of people [with] . . . varying ideas about what the community is trying to do. I should like to think that they are in pursuit of something

more than surface phenomena, something more than imitation of other institutions. In trying to be a college, they have to ponder all of the factors which make this "collegium" an especially valuable part of the larger needs of their clientele. . . . This will necessarily involve "experimenting." [P. 2]

The experiments, of course, vary. And while experimental colleges often attend to the traditional as much as they develop new forms of educational communication (sometimes they seem to be pouring old wine into new wineskins), most are initiated as sincere variations on somewhat familiar themes. Antioch College, for example, may or may not continue to be viewed as experimental because it has been incorporated as an entity functioning consistently over a period of many years. Yet, in its early days, Antioch, which began in 1853 and was reorganized in 1921 with Arthur Morgan at its helm, certainly stood out as a school offering a unique conception of postsecondary education, focusing as it did on a work-study plan or cooperative program.

Stephens College, too, was considered unique in its beginnings and still may have an experimental bent, even though it has become "establishment" in many ways. Dedicated to a program that fosters the growth and development of each student in terms of her (or his) own interests as well as the needs of society, it has both provided a basic general education program and fostered experimentation in teaching (Leyden, 1964, p. 33). Other examples of this type of experimental program may be found scattered throughout the country—New College in Sarasota, Florida; the now defunct Parsons College in Fairfield, Iowa (cited here because, in its efforts to stay alive, it presented a new approach to obtaining students); and Florida Presbyterian College. These are all independent, single institutions; all were conceived as experimental in that they differed from the usual; now, all are rather prototypal.

Other experiments in postsecondary education are found in the cluster colleges. There are a number of institutions of this type in California—the University of the Pacific in Stockton, the University of California at Santa Cruz, and the Claremont Colleges complex. All of these have assumed a federated or cooperative approach to meet education's challenges. Several other schools can be placed in this cluster category, although they function as subcolleges rather than as independent but connected institutions. In the federated approach—often assumed because it offers possible economies of scale and greater access to services—several institutions are independent but coalescent. The subcollege, in contrast, is dependent upon its parent school, even though it may have deviated greatly from that same parent. Monteith College is a development of Wayne State University. The General College of the University of Minnesota is unique because it initiated a trend to this kind of variation.

Other experimental forms have been assumed when a group of people form a subcollege that is more closely tied to its parent school than are those institutions of the cluster variety. These might be identified more accurately as experimental programs, for example, Tussman's College at Berkeley, which is more formally known as the University of California's Experimental College Program. This experiment was a short-lived response that grew, in part, out of the Free Speech Movement and its demands for relevant educational experiences for undergraduate students. In a similar vein, Bensalem College was developed as a special unit with special purposes within a larger institution, Fordham University, as were the 2-year residential program at the University of Massachusetts at Amherst, Wisconsin's implementation of Meikeljohn's approach to education, San Francisco State's Experimental College, and a host of other such outgrowths. (See MacDonald's *Five Experimental Colleges*, 1973.)

Campuses without walls go further in the sense that they become programs not only separate from established institutions but without circumscribed geographic locations. These programs, fairly new to American higher education, range from adjuncts to such established institutions as the University of California to the International Community College in Westwood (California) Village, and to the USOE, UNESCO, and Ford Foundation supported programs of the Union of Experimenting Colleges and Universities (Baskin and Hallenbeck, 1972).

Lichtman (1971) sees all these programs as fitting into one of two types—the innovative campus that consists of a group of small, integrated, but semiautonomous colleges which are part of a large university system (e.g., Santa Cruz) and the subcollege that is located on its parent institution's campus but is peripheral to its philosophy and programs (e.g., Bensalem). These subcolleges have several characteristics in common, at least when they are initially instituted, although they often tend to change in the course of actual implementation.

1. The colleges are smaller than their parent organizations, in order to encourage group loyalties.

2. Alternative liberal arts curricula are offered by these subcolleges. Conventional disciplines are placed within the context of larger areas of knowledge, social problems, intellectual themes, or important figures.

3. Their educational methods are flexible; they encourage independent study, seminars, tutorials, student participation in governance, closer student-faculty relations, and variations on the traditional academic calendar.

4. Often—almost always for 4-year institutions—these subcolleges are residential, offering experiences in living and study in the same area.

5. The experimental programs are often given a large amount of autonomy by the sponsoring organizations.

6. Usually, these subgroups utilize the central administrative facilities of the parent institutions.

Whatever the type of institutional organization and however it attempts to deal with the varied forces impinging on it, several themes persist. Typically, these programs merge student counseling with instruction, thereby mitigating the separation between these two functions that is typical on most campuses. Experimental colleges also frequently operate without grades or normative ranking of students. The curriculum of the experimental college is typically interdisciplinary; and student input to the curriculum plan is anticipated and, in many places, actively encouraged. Some of these colleges attempt to provide off-campus learning experiences for their students. Contract learning or independent study is frequently offered and class scheduling is often flexible. In nearly all cases, the intent is to bring a personal element to the campus by developing a sense of community among the students and faculty who are involved in the experimental college.

Some colleges have set themselves up in very particularized ways to perform specific functions. Frequently, as we have noted, these are colleges within colleges devoted to providing specialized experiences in separate environments. A second type of experimental college is the subunit set up and run by students of a larger institution. Such student-run colleges are constantly being formed, reformed, and abandoned on campuses across the country. A third type of experimental college is the separate unit within a traditional campus. This structure is typically arranged to serve particular students or to afford specialized instruction in areas that are perceived as being too diffuse within the regular program. But whatever the structure, experimental colleges begin with high expectations for what they can accomplish.

Experimental colleges, then, are hardly new in American postsecondary schooling. Within the community colleges, however, they are less prevalent, perhaps in part, as we noted earlier, because the entire notion of the community college may be an experiment in itself. At the same time, as noted by Gould (1971), chairman of the National Commission on Nontraditional Study, the community college has a unique but underdeveloped opportunity in the area of nontraditional study because it is still new enough to be flexible and it more readily reaches populations who have encountered barriers to traditional education.

The community college as a cluster of independent colleges is especially rare, probably because the idea of the cluster college differs little from the idealized version of the small college that sequesters itself apart from the broader community—a mode of operation that is antithetical to the community college ethos. Indeed, while a few 2-year colleges have tried the cluster college organization, results have been mixed. For example, the College of DuPage in Illinois has devised a cluster college mode but it is not clearly defined. Certain faculty are identified as being members of each cluster, but the student body in each is an amorphous group who may or may not be taking all or most of their courses within the cluster. Nor has the meaning of autonomy and responsibility for each cluster been clearly defined as it relates either to other clusters or to the central administration (Cypress College).

Student-run colleges as adjuncts to 2-year colleges are even more rare. This is understandable because the short time that students are involved with 2-year colleges and the nonresidential character of most of these institutions mitigate the coalescence of a group of like-minded people determined to pursue their own education in their own way. In 4-year institutions where these types of colleges have developed, students have assumed responsibility for defining the curriculum, employing staff, and making all types of administrative decisions.

A type of experimental college that has developed apparently successfully within the community college format is one in which the entire institution operates quite differently from other 2-year colleges. This somewhat rare institution usually addresses itself to special educational problems—attrition, personal and vocational guidance, and the like. La Guardia Community College of the City University of New York, for example, is designed to offer a 5-year educational program to underachieving students from the 10th grade through the community college years. Basic skills training is provided in the context of career exploration along with an interdisciplinary curriculum. The La Guardia College plan includes cooperative work education with the goal that all students will have been placed in jobs by the conclusion of their second year of affiliation with the institution. In effect, it has accepted responsibility for basic education and for lowering the dropout rate in the formal school system, and accordingly represents a test of the mass higher education construct.

However, an entire school organized as an experimental college is unusual. More prevalent is the experimental program—less a separate college or division than an *ad hoc* group of staff members who, with administrative sanction, devise a special sequence of courses and other experiences for special groups of students. The "exploratory year" at Greenfield Community College in Massachusetts—a model program of occupational exploration for students who are uncertain about their vocational

goals—fits this category. Greenfield's exploratory year began in the spring of 1972, enrolling 26 first semester freshmen who were unsure of their future career plans. These students enrolled in four courses: introductory English, psychology, speech, and the sociology of work. The sociology course, which was the core of the program, was designed to create a program in which participants could comfortably merge hard career data with significant life-style choices. The course had four components: classroom work in the sociology of work, a 10-week independent study of some aspect of the sociology of work, eight mini-courses presenting data about various life style choices (the student was required to attend at least three), and a 2- to 3-week work placement during which no other courses were taken. Participants generally felt that the program was valuable; 24 of the 26 students were successfully helped in firming their occupational plans. Despite the fact that the number of students involved in the experimental group was small, on the basis of these results the program was adopted as part of the regular school curriculum for the 1973-74 school year.

What, then, makes an experimental program viable? Why are so many dropped after a year or so while others remain somewhat intact or are incorporated into the regular college program? And what are the forces that lead up to developing an experimental college as an experimental program within an existing college? In order to answer these questions, the next section presents an assessment of an experimental program which was developed within a comprehensive community college.

RIO HONDO EXPLORATORY COLLEGE

Development

Rio Hondo College was established in 1963. The idea for the Rio Hondo Exploratory College developed out of deliberations of the President's Select Commission on Curriculum and Instruction beginning in 1969. Several department chairmen, administrators, faculty representatives, and members of the board of trustees who either comprised or met with the Commission perceived the need for Rio Hondo College to redefine general education experiences for students, to provide options to the regular curriculum and instructional forms, and to assist students in determining their academic and career goals. All these needs were considered within the broader framework of providing better educational opportunities at the college in order to mollify student disaffection, attract more students from population segments that were not previously attending the college in large numbers, and thus better serve the district.

As the Commission's plan evolved, the notion of an exploratory college emerged—a college within a college that would be a place where students could learn in an unpressured environment, sort out their academic and career goals, "perhaps waste a year," as one board member put it. Short courses, curriculum sampling without penalty, informal teaching, and an enthusiastic staff would reduce the student dropout rate. The idea of the community as a learning resource was also noted. In addition, the Exploratory College would serve as an outlet for the creative impulses of some of the faculty and would be a source of ideas that would eventually change the rest of the college, which otherwise was crystallizing. The college was not to be an elitist or separate operation but was to serve as a holding station for students pending their melding into the regular programs. The staged nature of the college would permit students to attend for periods ranging from 2 or 3 weeks to a year.

These general intentions to do something about student dissatisfaction, faculty creative impulses, a congealing college program, and student guidance, predictably led to a variety of perceptions as to what the college was supposed to be. According to the faculty of the college at large, the Exploratory College was instituted as a place to help students define their vocational goals, know more about career alternatives, define their academic goals, and develop better study habits. However, the faculty actually involved with the Exploratory College were not so uniformly positive about this guidance function. They felt that the College should be helping students define vocational goals and know more about career alternatives, and in addition, that it should be encouraging academic independence and helping the students participate in community services.

The college was also to be a place where different instructional techniques and curriculum patterns could be tried out. This would allow faculty who wanted to do different things a chance to experiment. Presumably, it would also eventually encourage change in the regular college programs.

The Exploratory College was launched in 1972. The information sheets disseminated to prospective applicants described the College as "designed for about 150 students who wish to explore new ways of learning." Independent study, interdisciplinary learning, small group instruction, a positive grading system, and flexible time schedule features were also emphasized: "During the orientation period . . students will determine what they want to do during the year and a contract will be developed. After that it will be up to the students and staff to fulfill the goals in the best way possible, without regard for such artificial time units as semesters or quarters." A headline in one of the brochures: "Search for meaning. New college for those students unsure about future careers." Another brochure stated, "The Exploratory College is Rio Hondo's response to the needs of students who are turned off to traditional 'schooling.' " It further noted that

the College would begin with "the unique needs of each student. Success is not measured in grades, but in educational and personal growth. . . . It is designed for those who really want to learn, but who are bored with school, unsure about their future and eager to explore a new environment for learning."

The People: Students

College brochures and information sheets are one thing. The ways in which people respond to them may be quite another. The Rio Hondo Exploratory College flyers were directed to prospective students who might be seen as rather independent persons engaged in a conscious search for identity, who were also quite similar to "typical" experimental students, as pictured in reports available about them. The prototype is usually a young (18-24) man or woman who is especially independent, somewhat creative, and rather rebellious—in many ways a "maverick." While this picture is appropriate for the student in the 4-year experimental program (to which most of the literature on experimental programs refers), it does not necessarily pertain to the student enrolled in a 2-year college experimental program.

The Rio Hondo Exploratory College attracted the seekers, those who desired something different because they were not clear what they wanted for a career or an academic major, or because they sought a type of experience different from that which could be obtained in the regular college program.

As seen by the Exploratory College faculty, students in this program are more motivated, interesting, creative, and community-minded, and less goal-directed than the students in the regular college. And the regular college staff felt they are *more* interesting and creative and *less* motivated, goal-directed, community-minded, studious, and mature. These discrepancies in perception are noteworthy.

But do students in the Exploratory College differ from their counterparts in the more conventional curriculum on measures other than faculty perceptions? How do students who were attracted to the Exploratory College during its initial year compare with those currently enrolled? To answer these questions, certain data were collected by means of a questionnaire (see Appendix I) administered to four separate groups of students who constituted the total sample of 258.

Group 1: 57 students—39 males and 18 females, ranging in age from 17 to 53 years, with a median age of 19.34, who were enrolled in the Rio Hondo Exploratory College in fall 1973, and had been so enrolled for the preceding 10 weeks when the data were drawn.

Group 2: 34 students—17 males and 16 females (one did not designate), ranging in age from 16 to 38 years, with a median age of 20.50, who were just entering the Exploratory College at the beginning of spring semester, 1974.

Group 3: 48 students—26 males and 22 females, ranging in age from 18 to 48, with a median age of 22.57, who had been enrolled in the College during its first year of operation and who responded to a mailed questionnaire (128 questionnaires were mailed in all; 14 were returned as not deliverable).

Group 4: Control population of 119 students—73 males and 46 females, ranging in age from 17 to 46, with a median age of 20.92, who were enrolled in the regular program at Rio Hondo in spring 1974, but who had never been directly involved with the Exploratory College.

Each respondent completed a questionnaire designed for the project that consisted of 44 items (each with a number of variables). Included were items that previously had been found to distinguish among important characteristics in student populations (Brawer, 1973).

The few variables which were found to differ among the four populations will be noted briefly. Students currently enrolled in the Exploratory College tended not to be married. The number of college semesters in which they had been enrolled varied and the number of units carried by students currently enrolled in the Exploratory College was greater. The ethnic distribution appeared representative of the community, which includes a large number of Mexican-American or Spanish-surnamed people; other ethnic groups were poorly represented, however. Fewer students who were either currently enrolled in the Exploratory College at the time of testing, or just entering, worked outside school than those students formerly or never enrolled in this program. Data reported but not tabulated here show that students entering the Exploratory College noted they had fewer books in the home than those in any of the three other groups. Thirty-six percent of the currently enrolled and 35 percent of the former Exploratory College students reported having over 200 books in the home.

There is also marked consistency in students' expectations about what they will be doing in the next few years. However, students who formerly attended the Exploratory College and the nonattendees reported that their fathers attained higher educational levels. Mothers generally had more schooling than fathers in Groups 1 and 2, current and entering Exploratory College students.

To a considerable extent, entering students were less sure of their expectations regarding educational attainment; 23.5 percent reported having no idea. Among the other groups, no more than 12.5 percent reported similar uncertainty. The highest aspirations were held by the control group of non-Exploratory College students, 63 percent of whom expected to earn a BA degree or better.

To the question about choice of academic major, 42.1 percent of current Exploratory College students, 26.5 percent of entering students, and 22.9 percent of former students responded "Don't know." This is again consistent with the lack of goal-directedness that might be implied by the uncertainty of level of academic attainment. And this same lack of goal-directedness on the part of Exploratory College students was shown by their responses to a question about when they had selected their majors. Whereas only 20.2 percent of Group 4—the control group—responded "Don't know," 42.1 percent of the current Exploratory College students, 39.6 percent of the former students, and 41.2 percent of the incoming students chose that response. For all groups this decision was generally made during or after high school.

There appears to be some general agreement among respondents on selected traits on which they see themselves as above average. Group 2 was lowest in terms of ambition and community participation, and Group 4 was lowest in perception of themselves as original and creative. More respondents in this same control group of non-Exploratory College students, however, saw themselves as being high in ambition and having the same or better chance of future success than their peers. In general, the control group appeared more certain of self than the other three subgroups.

When asked what they would like to be doing 5 years hence, the non-Exploratory College students exhibited a greater sense of direction than the three Exploratory groups. More students in Group 4 said they would like to be "holding down a good job" 5 years hence and fewer were uncertain as to future direction. More incoming Exploratory College students thought they would prefer to be loafing, without responsibilities, although, interestingly, a large number of this group also wanted to be preparing for a profession. This was also true of the control group.

The control group also exhibited a greater sense of certainty about their career expectations than the other three groups. However, a large number of students in all four groups indicated "Other" as their career choice, which leaves us with the same sense of uncertainty. Across the four groups, the most favored career choice, by far, was "Business." The groups were rather evenly split between being sure about achieving their career goals and being worried that they won't; only a few of the respondents indicated that their parents worried about their career selection.

Several questions on the Student Survey were directed to parents' occupations, feelings of awareness and closeness toward parents, similarity to parents, and parental reaction to the student's thinking.

The preponderant number of mothers—still—were housewives, and the larger percentage of fathers were in the semiskilled or general labor fields. In general, students said they feel closer to their mothers than their fathers. And to the question, "How do your parents react to your thinking?" the greater percentage of students in all four groups responded that their parents take their ideas "seriously and respect differences as reasonable choices." The second most frequent response, however, was one which indicated little communication between students and parents; this, again, was consistent over the four groups.

Other feelings and attitudes were also explored. Two types of items dealt with the students' sense of cohesion with various reference groups, and specifically with the Rio Hondo Exploratory College. There appeared to be considerable variability as to the degree of relatedness manifested by these four groups. However, more relatedness is seen in all cases except for "Student Organizations," across the four groups, and for "Neighbors," for Group 2, entering Exploratory College students. Taken on the average, Group Cohesion scores are highest for the non-Exploratory College students (N=61.0), second highest for the students currently enrolled in the Exploratory College (N=60.4), third for the former Exploratory College students (N=59.8), and considerably less (N=46.2) for entering students.

As for perceptions of the Exploratory College by both Exploratory and non-Exploratory students, the program fared quite well. For example, when asked whether they would enroll in the Exploratory College if they were to start college over again, 75.4 percent of the current group responded positively, as did 64.7 percent of the entering students, and 66.7 percent of the former students.

And although for many students the Exploratory College failed to exceed expectations—indeed, was a disappointing experience—it still had more appeal for many students than the regular college. It also seems from the student responses that this special program does have a place in the college, although the students indicated they think it could be improved—in terms of more faculty, more students, and a greater range of courses.

While all data about students in the Exploratory College and in our control population have not been reported here, and while there were some rather sizable differences among the four groups of respondents, in general, the differences were insignificant. Those which were found do suggest that students affiliated with the Exploratory College are considerably less goal-directed than the students who are not now and have not been directly involved with the College.

What, then, about the faculty? Are the instructors who deal with students who tend to lack self-directedness but who are similar to the regular Rio Hondo students on most other variables, a special type? How do they react to this type of program?

The People: Faculty

The types of people attracted to an experimental program both reflect and influence its purposes. The group that catalyzes a program may reveal their intentions on paper, but the people who actually operate a program shape it. The Director of the Exploratory College recruited staff from the regular college faculty simply by going to each department, describing the program, and asking for volunteers. Six faculty members (in addition to the director) became involved with the Exploratory College in its first year, and the staff later grew to ten.

Results of a faculty questionnaire are summarized in Appendix 2. The faculty stated they were attracted to the College by the chance to work informally in a relaxed atmosphere with small student groups. They wanted the opportunity of flexible scheduling, the chance to build interdisciplinary courses, the options to abandon punitive grading practices, to interact with students directly, to develop friendships, and to operate closely with other people (the need for community is no less among faculty than students). In general, they sought collegiality, informality, and a minimum of bureaucracy, and reacted against the paraphernalia of grades, prerequisites, time blocks and scheduling, and all the other requirements that have grown up and around most other colleges.

The faculty prefer to innovate more in instructional forms—particularly small group processes—than in curriculum. Accordingly, the instruction has been based primarily on informality (first names for all, sit on the floor, etc.), modular scheduling, and a tendency to ignore the clock. One gains the impression that the faculty joined the staff particularly in order to work out their own ideas in small group informal instruction. In their internal evaluation they continually emphasized the informal approach to teaching, the nonpunitive nature of the courses, and the fact that they were friends to students. They tend to be willing to work longer hours provided that they have fewer students in the group setting; nevertheless, in comparison to the regular Rio Hondo faculty, their work load is about the same. The faculty reported spending approximately an equal number of hours in scheduled classes, in other work with students individually or in groups, and in preparing for classes and reading student papers. They tend to spend more time, however, in committee work and other administrative tasks, a development that is to be expected in a new program in which the staff are still working out guidelines and modifications.

The faculty have few gripes and see few internal problems. This is surprising because the second year of any new program is typically disillusioning. Apparently, because the Exploratory College faculty have been allowed to engage in their own activities with little external mandate, they are generally satisfied. They would like more space, more money for furnishings and equipment. And they would like a sense of leadership that would assist them in developing and maintaining interdisciplinary course content. Perhaps this is the most difficult to achieve—leadership by consensus and a sense of structure without rules.

Several aspects of the original plans for the College were modified by the faculty. The predominantly liberal arts focus of the faculty shaped the curriculum, intentionally or otherwise, and their view that the most important function of the Exploratory College is to help students with personal development (or in the vernacular, "get their heads together") tended to overshadow career exploration and vocational guidance. Not one of the faculty members interviewed mentioned the original intent of the college, which was to lead students toward service to the community. And although one faculty member said he felt the need to have the students explore interrelations in all intellectual areas, there were few comments about helping the students directly. The faculty say they are diverse in "methodology and philosophy," but this assertion is not corroborated elsewhere. Given the pattern of faculty recruitment it seems inevitable that some homogeneity—hence, unrepresentativeness—would be present.

Accordingly, the College developed along the lines of staff members' predilections; however, we hasten to add, this should not be viewed as an untoward consequence. The College was to be a place where people could try out different techniques, do things in their own way without the pressure of scheduling and particularized course and program requirements. It is understandable, then, that with this open charter, the College would take the form assigned by its faculty. One board member has expressed unease by saying, "I wish we had some objectives, a plan for accomplishment. The board should have held them to specifics." But he recognizes that the Exploratory College had been given what in essence amounted to a blank check.

In general, the Exploratory College faculty is seen in a positive light. The present staff of the Exploratory College seems to be composed of dedicated, independent thinkers who believe in alternative forms of education, albeit they are rather tired now, and are less enthusiastic than they were earlier. This sense of fatigue may have several sources: the typical second-year disillusionment syndrome, the uncertainty about the future of the Exploratory College, and the fact that the faculty have accomplished what they set out primarily to do—teach informally—and are now not sure what they want to do next.

Effects of the Exploratory College

Since little hard data are available and few specific objectives were set, the Exploratory College's effects cannot be directly related to the perceptions of the students and staff members—those within the Exploratory College and in the broader college community. Accordingly, instead of attempting to determine whether the Exploratory College in fact achieved the goals it set out for itself, we have interpreted just what it has done for its students and for the broader campus. One general effect must be noted early on: the basic premise of the Exploratory College was that it would be a place where some faculty and students could work out their version of an educational program with an absolute minimum of interference from the outside. This was achieved beyond apparent contravention.

Perhaps most important (and consistent with Jencks' [1972] thesis that schools should be happy places in which to function), an overwhelming majority of student respondents agreed that they enjoyed their experiences in the Exploratory College. The idea of enjoyment in this type of educational situation is crucial because the program is new, voluntary, and deliberately designed to provide an alternative form of education. That this alternative is at the same time entertaining should be construed positively. Much reaction against traditional schooling has come about because students find it dull, stolid, and unimaginative.

Students also agreed that their experiences in the Exploratory College helped them to become more self-directed, even though substantially very few of them felt that they had had sufficient direction toward a realistic assessment of their abilities. This can be interpreted as meaning that the pattern of experiences in the Exploratory College itself apparently led the students to believe that they were gaining self-direction even though the direction from the staff did not lead them toward self-assessment. Thus the main effect—encouraging students to be more self-directed—was achieved.

The interdisciplinary nature of Exploratory College offerings was also appreciated by the students, 90 percent of whom said they were assisted in recognizing the interrelatedness of different subject areas. This basic general education function was, then, effected. However, fewer than half the students claimed they were able to relate their experiences in the Exploratory College to the district community. Hence, this broader aspect of general education was fulfilled to a much lesser degree.

Despite general appreciation of the program on the part of involved students, the Exploratory College, like the regular 2-year programs, has had difficulty in holding students. Enrollments have fallen off slightly from the high of 154 in the first semester (fall 1972). In spring 1973, there were 135 in

the program; in fall 1973, there were 128; and in spring 1974, 140. More relevant than the actual figures, however, is the fact that it has taken augmented efforts to maintain these numbers. The program has been well-publicized with brochures and posters distributed around the campus and with feature stories in the student newspaper. The fact that more students do not attend may be a result of the times—there are fewer students on all campuses clamoring for the type of program that the Exploratory College offers. It may also be a reflection of the uncertainty that has plagued the Exploratory College during its second year of operation; students may be unwilling to sign up for a program they feel lacks assured continuity. Whatever the reason, the effect is that the Exploratory College has not been seen as "the place to go" by a large number of Rio Hondo students.

As for effects on the faculty themselves, an overwhelming majority of staff members who have not been involved with the program said it has had no effect on them. This is quite revealing for what it says to the program's intention of feeding ideas back to the rest of the campus. At least for the time that the Exploratory College has been in existence this definitely has not occurred, with one significant exception—the modular pattern has been adopted in several courses in physical education.

However, the Exploratory College has had its effect on the staff members who have been involved with it. Four of five said they would recommend that their son or daughter enroll in the program. All of them indicated that they had been led to revise a portion of a course as a result of their experiences, and several said they had changed a teaching practice and taken a different attitude toward students. Undoubtedly the program affects those who are involved in it more intensely than it does those who have had no experience with it.

Curriculum and instruction are at the heart of any educational enterprise. So it is with the Exploratory College. More concern and effort have been expended on curriculum and instruction here than on any other aspect of the College (such as facilities, materials, staffing, student selection).

The curriculum was to be centered on the humanities as the organizing core. Four intended outcomes were specified: career exploration, student self-knowledge, the interrelation of all subjects, and knowledge of community and society. In short, this was to be an integrated general education sequence. And, the faculty who were attracted to the Exploratory College originally felt it would allow them to build integrated courses in which they could relate their own disciplines to those of other instructors at the College. At the same time, from its inception, the Exploratory College curriculum had a strong commitment to integrate guidance and academic and career exploration.

Another major instructional aim was to change the calendar by building mini-courses and establishing modular scheduling. Indeed, the Exploratory College attracted a sizable contingent of students and faculty members who wished to break out of the rigid time constraints that bound them in the regular college program. Although few students specifically indicated this as a reason for enrolling in the Exploratory College, several faculty members commented on its desirability. One "wanted the flexibility of timing and schedules." Another said he "enjoyed the idea of flexibility." A third "was attracted by flexible scheduling as opposed to the 50-minute hour."

The idea that the Exploratory College would be built on a minimum of competition for grades was established early, along with the aforementioned informal atmosphere. Nonpunitive grading (the abolition of Ds and Fs) was seen as an idea whose time had arrived, and mentioned as a positive factor by several instructors, and in the early articles about the college. In addition, it was advertised as a feature of the College in the 1972 and 1973 brochures prepared for distribution to students.

As with all experiments in curriculum and instruction, the Exploratory College enjoyed some successes and had some failures. The interdisciplinary curriculum was developed to a degree. This is manifest in the humanities colloquia that were listed as a major feature in the spring semester of 1973, and in seminars conducted jointly by two or more faculty members on several occasions. Ninety percent of the first year students felt they were led to "recognize the interrelatedness of different subject areas." However, as of winter 1974, several faculty members felt that the idea of interdisciplinary curriculum had broken down and that the College had become "merely a microcosm of the curriculum outside." According to the director, faculty interchange regarding course content is a difficult activity to plan.

As the curriculum stands, it is liberal studies broadly defined to include government, history, English, writing, literature, art, psychology, and integrated variations of these, along with occasional language and technical studies. The courses appear to be built along traditional lines, although the approach is somewhat interdisciplinary.

The plan to build mini-courses and to develop modular scheduling was more successful than were efforts to assist students in making career choices. Most of the first-year students felt they were able to function comfortably within the flexible scheduling arrangement. However, some scheduling difficulties have arisen because College classes overlap with each other and with those in the regular program. And although the faculty generally approve of the modules, some feel that a sense of community

among Exploratory College students and faculty members is lost when there is no class that everyone attends at the same time.

The Exploratory College marking pattern was established so that students would never have to suffer failing grades. There seems to be little difficulty in maintaining an "A, B, C, No credit" arrangement. Ten faculty members not involved with the Exploratory College have suggested that it should return to an A, B, C, D, F marking pattern, but none of the people who have been involved follows along with this reasoning. Several students have indicated they like the lack of pressure for grades.

Similarly, the informality in classroom arrangement has widespread appeal. Students report they feel more involved with their fellows and with their instructors in the informal arrangements. Those faculty members who have taught in these circumstances seem to enjoy them as well. However, a few of the regular college staff expressed extreme displeasure at the spectacle of barefoot students sitting on pillows in class. Obviously there is a definite line of demarcation between instructors and students who like to work in traditional, formal classrooms where the patterns of interaction are more apparently structured, and those who like the sense of freedom which pervades the informal classroom. Sizable numbers of both students and faculty feel more comfortable in one situation than the other. Because limited space is available to the Exploratory College, there have been some problems maintaining the informal classroom atmosphere in which students may talk whenever they wish. Some instructors commented that with three or four classes going on in the same general area, confusion and interruption frequently result.

The Exploratory College was planned at a time when many students and faculty on every campus were articulating vigorously the need for a place for "dialogue," a "relevant" environment, one that would satisfy their desire for immediate conversation, "good feelings," and "good vibes." Although Rio Hondo College was not afflicted with an excess of this type of verbalized dissatisfaction with traditional educational forms, the demand for alternatives can be reflected in the Exploratory College plans and procedures. The College has projected an image of freedom from authority and responsibility; hence, we can expect that as the number of Rio Hondo students who feel comfortable within this environment waxes and wanes, enrollment in the Exploratory College will increase or decrease accordingly.

All this suggests that student enrollment in the Exploratory College is not tied primarily to specific program offerings. Rather, it results from changes in student feelings about what they need, the economy of the district that makes more or fewer jobs available to people of college-going age, and the relative attractiveness of alternatives to the Exploratory College itself. The

fact that the College has enrolled only between 130 and 150 students per term is not surprising. In only a rare community college are more than 3 percent of the student body the type who are attracted to an informal, relatively unstructured educational program. Rio Hondo is no exception.

In sum, then, the Exploratory College should be awarded an "A" for informal teaching, modular scheduling, and nonpunitive grading; a "B" for interdisciplinary course construction and student input to curriculum planning; a "C" for its efforts in assisting students to plan careers; and "No credit" for community service.

Problems and Models of Experimentation

Whether at the 2- or 4-year college or the university level, there are persistent themes in the development of experimental colleges, just as there are persistent results. First and foremost, and for many reasons, experimental colleges tend to have a short life span. Students' enthusiasm wanes rapidly as they realize that the college does not—perhaps cannot—fulfill their expectations. Resources dry up when the supporting agent—whether an administrator, a college governing board, or an extramural funding agency—loses interest in the "experiment." Faculty turnover is high; the failure of expectation afflicts instructors as well as students. In short, centrifugal force characterizes the interaction among faculty, students, and supporting agents initially attracted by the often grandiose claims of the founders.

Another characteristic of most experimental colleges is that whether they originally intended to serve a broad spectrum of students, or whether they were set up for specialized groups, certain types of students tend to cluster around them unless matriculation is strictly regulated. Students who are typically attracted to experimental colleges are reported as being self-centered, curious, creative, verbose, and utopian. They are rarely a cross section of types of students who attend the institution at large. No matter how the college planners try to organize the experimental college to serve all types of students in particular ways, certain types of students seem to be attracted, and thus give the program a distinct quality.

Also notable is that the rank and file of faculty in the regular college program object to the experiment. Some feel threatened by a group that has obtained special support for engaging in its own type of preferred instruction, and many fail to understand the intent of the experiment—either through inadequate description on the part of the college planners or because they do not want to understand. Some feel the broader institution is compromised by having a separate group within it, particularly because the goals of the experimental college are frequently much like an elaborate restatement of the goals of the broader institution. Other faculty members

wish to maintain with their students an authority relationship that the experimental college does not foster.

For the faculty within the experimental college, typically there are other problems. These instructors join the experiment because they are dissatisfied with the traditional pattern of rigid curriculum, fixed hours, grades, prerequisites, and other trappings that surround college teaching. They may be unclear as to viable alternatives to these patterns, but they do feel that anything different is worth trying. As they become involved with the experimental college and undertake student counseling along with a fair portion of the administration of the subunit, they find their working day lengthened markedly. Fatigue and consequent disaffection afflict them after a year or two.

Any assessment of the effects of the experimental college in American higher education is difficult to verify because of the Hawthorne Effect. Many of the claims for success must be weighed against the fact that experimental colleges are almost invariably new; most fail within 3 years unless they are substantially modified. Most of the experimental ventures that have survived longer have done so by compromising their original principles; in order to avoid the charge of elitism or favoritism and/or in order to maintain their enrollment, they have had to broaden their offerings so that in time they have become barely distinguishable from the parent college. Here one can say that the institution itself has so co-opted the experiment that although it may survive, it really survives in name only.

When it comes to the community college, taken all in all, the experimental college within the institution faces a difficult future. Certain features of successful experimental colleges cannot easily be duplicated in the 2-year community college. The residential or student cluster pattern that fosters a sense of community is difficult to achieve in a commuter institution where the college is only one of many influences on the student's outlook and where faculty and students have little more in common than their dissatisfaction with traditional education. Because faculty and students lack common interests, backgrounds, and goals, cooperation in planning and conduct of the educational program is not easy. The high expectations and inflated claims with which experimental colleges are launched also tend to lead quickly to disenchantment.

Nevertheless, the experimental college does seem to have a place within the community college if only because it offers the promise of community within what have become generally large, amorphous institutions. Experimental colleges provide a place where dissident faculty feel they are in control of their own instructional processes and where certain types of students feel they are particularly welcome. As such, the experimental college within the community college acts as a safety valve for pressures

that might otherwise be vent in less productive arenas. For the institution this is rather like the person who has money in the bank "for a rainy day." It's nice to think and talk about even if one never has to use it.

A shortcoming of many ventures in education is that the planners feel they must promise to solve, or at least mitigate, numerous types of problems in order to gain initial approval and continued support for their projects. These promises apparently are made so that competing ventures can be superseded and/or so that the various groups represented by members of the planning committee can be satisfied. Subsequently, disillusionment sets in when the supporting agencies and/or the client populations realize that most of the problems the project promised to solve are still present.

Even though the experimental program may be successful in a few of the intended activities, one program cannot do everything. No matter how well planned, staffed, and supported, no academic enterprise can satisfy fully a plethora of expectations.

Given the obvious inability of one person or one institution to satisfy all demands, might an experimental college make even more lasting impressions on its students and faculty, and on postsecondary education itself? Could certain devices be implemented so that demands from both within and outside the traditional mainstream might be realized? A number of variations might be suggested. For example, it would be possible to block sizable numbers of students into an experimental program—thus giving it the appearance of being highly successful—merely by making that experience mandatory for all students who fail to declare their majors upon matriculation. This step might well be considered as one alternative, but it would demand a focus on assisting students in making academic and career choices and a concomitant turn away from the present emphasis on informality for all.

An experimental program as a subcollege could be a place where ideas are tried out and then incorporated into the regular program, but it would do this successfully only if a number of different instructors were involved, working out their *own* ideas, and then bringing them back to their own classes. This suggests frequent change in experimental college staff so that more instructors would be involved for shorter periods of time. A "sabbatical-in-instruction-in-residence" plan could be tried, which would enable instructors to take a semester or a year in the experimental program with the understanding that they would introduce their own favored forms of instruction. This would have the effect of maximizing the Exploratory College as a disseminator of ideas, but it would be difficult to maintain a core program or guiding ethos to serve students. To work well, this type of college would have to be nearly totally labile in its curriculum and instructional forms. Nevertheless it would satisfy the problem of maintaining faculty enthusiasm.

Even when college boards and administrative staffs are committed to the idea of an experimental program, other forces tend to limit general faculty support for new ventures. Primary among these is the faculty fear of being out on a limb with a new program when layoffs are threatened because of general enrollment declines. The traditional departments seem safer to them in the face of this development. Unless definite commitments are made to retain faculty members even if the experiment were to fail, new staff may be less than willing to commit themselves.

A commitment to experimentation might be resolved by setting forth a plan for several experimental programs, each with its own budget and guarantees of staff reemployment. Or a 10-year plan for successive experimental colleges might be adopted, to be organized first around one theme, then another, showing that its commitment to experimentation would continue regardless of the success of any one venture. Some action of this type will be necessary if an experimental program that demands a sizable commitment on the part of an individual faculty member is to continue to attract candidates.

The idea of an experimental college as an area for continuing renewal is certainly commendable, but certain caveats must be observed. If the intent is to establish an open-ended experimental program where people can try various types of educational forms without precise goals, there must be a strict pattern of faculty and student recruitment and selection. Failing this, homogeneity is inevitable. If like-minded staff and students cluster and work out a program that seems best to them, this may lead others to perceive a parochial operation and consequently to refuse to lend support.

Voluntary enrollment on the part of students and staff can be maintained, however, if the planning group has defined precise objectives, accountability measures, and time constraints. Under such a design, the faculty who participate understand exactly what they are required to fulfill and can set their programs accordingly. However, time and funds for deliberate staff training must be provided. It is not enough to allow the staff released time to grope in the general problem area; an expert in the field of concern must design and implement a staff training program. The board and the administration can hold the staff responsible for their effects. Understandably, quite a different type of faculty member and student are attracted to a program with clearly defined goals toward which, they understand, they are expected to strive. Nevertheless such a plan might well be considered as one approach to administering an experimental college.

Another alternative approach to higher education might well be a carefully designed experiment in curriculum and instruction with its own clearly articulated, specific instructional objectives and its own processes of collecting data on its effects on its students and staff members. This would

mean an exploratory or experimental college that would establish a liaison with an instructional research office for assistance in constructing objectives and developing data collection and analytic procedures. Pre- and post-testing, student follow-up, and carefully controlled curriculum and instructional treatments would be a part of such an enterprise. There would also be continuing dissemination of short- and intermediate-term effects so that the college and the community could be kept apprised of outcomes. The director of such an experimental program should be someone who is quite conversant with the concept of defined outcomes, who believes in the utility of the concept, and who can assist other staff members in translating their own ideas into this language.

Another form of experimental program might provide for one or more ventures developing around disciplinary areas, a pattern similar to the cluster college or "house plan" in which students and staff members who are interested in studying health sciences or liberal arts or social sciences work together in their own area. This type of program is most suitable for the diffusion of ideas into the regular departments, because it is in fact constructed and maintained by people from common curriculum areas. However, it seems not exceptionally well suited to the community college because so few of the entering students are certain of their curricular interests and because they drop in and drop out repeatedly, thus making program continuity difficult to achieve.

An experimental program in career exploration could be centered neither on vocational-technical training, nor on the humanities, nor on any other disciplinary block. Instead, it could teach the idea of the work world—what it means to be a citizen functioning in an industrial and/or a postindustrial society. Its curriculum and instructional forms would emphasize how one conducts oneself and how this relates to one's own personal preferences. It would include elements of the relationship of humanistic thought to work, and discussions and exemplars of art in the work place. Demonstrations, simulated exercises, and actual practice would be part of the instructional plan. Students and staff members would be screened for entry to the program; it could not be operated according to a voluntary enrollment procedure.

If occupations are to be stressed, a program that would allow students to work together with faculty in actually designing the continually needed new types of occupational curriculums could be built. Here would be a corps of staff and apprentices working with off-campus enterprises to determine new types of training needs and to set up the programs, off campus if necessary. This type of community-involvement occupational program would have the students learning about different occupations not only by studying or working in them, but also by designing the programs necessary to train *other* people to work in them. By working on curriculum design,

students would thus actually be learning an occupation at the highest level. This type of program would also be useful in helping gain public support for the college, as the occupational curriculum design teams worked with business and industrial groups in helping them devise their own training programs.

Another form of experimentation might be a program organized around modular, current interest courses. Here the students would not enroll in the exploratory college as such. Instead the program would arrange short courses, intensive lecture series, and other types of self-contained events. Students from the regular programs would be encouraged to participate in these mini-courses rather than to become exploratory college students exclusively. This pattern would build upon some of the current exploratory college emphases, but it would have the major distinction of being a "disposable" curriculum with short courses standing or falling on their own merits. A joint student-faculty committee could operate this type of program, defining areas of current interest and arranging for the short courses to be offered. The program would allow for intensive study in certain fields for certain groups of students; topics might shift from women's studies to programs for the aged to any number of other specialized areas. Some juggling in registration and course credit procedures would be necessary so that students could get fractional credit. This type of program would have the advantages of allowing students to gain credit just for the time they are in attendance, and permitting them to drop in and out of the college without penalty and without the necessity of advance enrollment.

These are but a few of the ideas for alternative types of experimental colleges that could be constructed. The desirability of one or another experimental form should be explored with the admonition that *no program can satisfy a plethora of disparate aims.*

Several problems that have plagued individual experimental programs or independent colleges devoted to human exploration are common to all community college programs. The difficulty of maintaining program continuity in the face of a student population that drops in and out of college, and the necessity of rotating staff in order to ensure the dissemination of ideas, are but two of these problems.

Other problems are less obvious and may come to light only after considerable study and experience. What is obvious is that experimental programs require thought, commitment, and evaluation. They are not an inexpensive way to pacify vociferous aggressors nor are they a cop-out for faculties and administrators who prefer to deal with difficult issues by

relegating them to their dissident colleagues. Experimental programs may be a decided response to dissatisfaction, but they cannot be treated lightly. Indeed, they may give us more than we asked for—if we bother to care enough to listen

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APPENDIX 1

Rio Hondo College Student Survey

and

Tabulation of Responses

RIO HONDO COLLEGE STUDENT SURVEY

What is your age?

1-2_____

Are you a

3a_____ Male
b_____ Female

Are you

4a_____ Single
b_____ Married
c_____ Separated
d_____ Divorced
e_____ Widowed

Do you have any children?

5a_____ No
b_____ Yes

If yes, how many?

6a_____ 1
b_____ 2
c_____ 3
d_____ 4
e_____ 5
f_____ 6 or more

How many hours are you employed weekly? Check one.

7a_____ None
b_____ 1-10
c_____ 11-20
d_____ 21-30
e_____ 31-40
f_____ More than 40

How many schools did you attend before the 10th grade?

8a_____ 1
b_____ 2
c_____ 3
d_____ 4
e_____ 5
f_____ 6 or more

How many schools did you attend from grades 10-12? Check one.

9a_____ 0
b_____ 1
c_____ 2
d_____ 3
e_____ 4
f_____ 5
g_____ 6 or more

Have you ever been in the military service?

10a_____ No
b_____ Yes

If yes, how long?

11a_____ 1-4 years
b_____ 5 or more years

How many semesters have you been enrolled in any college?

12a_____ 1
b_____ 2
c_____ 3
d_____ 4 or more

How many units are you carrying?

13a_____ 11 or fewer
b_____ 12 or more

How many hours do you spend in study outside the classroom?

14a_____ 0-5
b_____ 6-10
c_____ 11-15
d_____ 16-20
e_____ More than 20 hours weekly

Compared to last year, the number of hours you spend in study outside the classroom has

15a_____ Increased.
b_____ Decreased.
c_____ Stayed the same.

What is your ethnic background?

16a_____ American Indian
b_____ Black or Negro
c_____ Mexican-American or Spanish Surname
d_____ Other White
e_____ Oriental

About how many books were there in the home in which you were raised? Check one.

17a_____ 0-10
b_____ 11-25
c_____ 26-100
d_____ 101-200
e_____ Over 200

People attend college for many different reasons. Why did you choose Rio Hondo College? Check as many items as apply to you.

18_____ My best friend goes here.
19_____ I hope to get my grades up and enter a 4-year college or university.
20_____ I can work and go to school at the same time.
21_____ My parents wanted me to come to this school.
22_____ I like the social life associated with this campus.
23_____ Financial reasons.
24_____ To learn a technical skill.

If you had complete choice, what kind of school would you most like to be attending now? Check one.

25a_____ A state college
b_____ A university
c_____ Rio Hondo College
d_____ Another community college
e_____ Technical or professional school
f_____ I couldn't care less.
g_____ None

Which of the following do you think that you will do in the next 2 or 3 years? Check those that apply.

26_____ Get married while in college
27_____ Select a major field
28_____ Make a career choice
29_____ Get an AA degree
30_____ Join a social club
31_____ Drop out of Rio Hondo temporarily
32_____ Drop out permanently
33_____ Transfer to another college before graduation
34_____ Transfer to another college or university after obtaining an AA degree

How far did your parents go in school and how far do you expect to go? Please check one space in each column that best represents the highest educational level attained for your father, your mother, and the level you hope to attain.

Father	Mother	You	
35a____	36a____	37a ___	No school
b____	b____	b ___	Grade school
c____	c____	c ___	Finished grade school
d____	d____	d ___	Some high school
e____	e____	e ___	High school diploma
f____	f____	f ___	Some college
g____	g____	g ___	Vocational or technical training after high school
h____	h____	h ___	AA degree
i____	i____	i ___	Bachelor's degree
j____	j____	j ___	Master's degree
k____	k____	k ___	Doctorate (PhD, EdD, DSc)
l____	l____	l ___	Professional degree (LLB, MD, DDS)
m____	m____	m ___	I have no idea.

Facilities, policies, requirements, attitudes, etc., differ from one campus to another. What would you like to be characteristic of this campus? If the statement describes a condition that you *think is* or you *would like to be* true, make a check in the appropriate box.

38____ Rio Hondo offers many really practical courses, such as typing, report writing, etc.

39____ Many students play an active role in helping new students adjust to campus life.

40____ The instructors go out of their way to help you.

41____ This school is really friendly.

42____ Students are encouraged to criticize administrative policies and teaching practices.

43____ This school offers many opportunities for students to understand important works in art, music, drama.

44____ Students are actively concerned about national and international affairs.

45____ Many famous people are brought to campus for lectures, concerts, etc.

46____ Students ask permission before doing something different from common policies or practices.

47____ Most courses are a real intellectual challenge.

48____ Students set high standards of achievement for themselves.

What do you think your college major will be? Check one, please.

49a_____ Physical Sciences or Math
b_____ Biological Sciences
c_____ Social Sciences
d_____ Foreign Language
e_____ Humanities
f_____ Arts
g_____ Technical
h_____ Engineering
i_____ Commercial (secretarial/clerical)
j_____ Business Administration
k_____ Education
l_____ Health Services
m_____ English
n_____ Don't know

When did you decide on your college major? Check one.

50a_____ 6th grade or earlier
b_____ 7th through 9th grade
c_____ In high school
d_____ After high school but before college
e_____ I still don't know.

How definite is your choice of major? Check one.

51a_____ Very definite
b_____ Fairly definite, but still considering other possibilities
c_____ Have some ideas but could use some help in deciding
d_____ Not sure

How do you see yourself when compared with the average community college student? Check all of the following traits on which you think you are *above* average.

52_____ Academic ability
53_____ Ambition
54_____ Emotional maturity
55_____ Originality, creativity
56_____ Understanding of others
57_____ Understanding of self
58_____ Participation in community activities (e.g., political campaigns, church, social clubs)

When compared with the average community college student, what do you think your chances of future success will be? Please check one.

59a_____ Better
b_____ Same
c_____ Not as good

What would you like to be doing 5 years from now? Please check all that apply.

60_____ Holding down a good job
61_____ Just loafing with no worries about money or other responsibilities
62_____ Preparing for a profession (e.g., law, medicine, academic requiring a doctorate)
63_____ I haven't the faintest idea.

What do you think will be your career or occupation? Check one, please.

64a_____ Artist, musician, actor, etc.
b_____ Businessman
c_____ Clergyman
d_____ College teacher
e_____ Doctor (MD or DDS)
f_____ Education (secondary school)
g_____ Elementary teacher
h_____ Engineer or technician
i_____ Farmer or forester
j_____ Health professional (non-MD)
k_____ Lawyer
l_____ Nurse
m_____ Research scientist
n_____ Other
o_____ Undecided

If you have a goal in mind, how do you feel about your chances to achieve it? Check one.

65a____ I am sure I will.
b____ I don't believe I will.
c____ Sometimes I'm sure I will but then I get worried and am not sure.
d____ Even if I achieve it, so what?
e____ Yes, but when I achieve this goal, I'll have to go on to another.

How much do you worry about choosing a career? Check one.

66a____ I don't.
b____ A heck of a lot
c____ Somewhat
d____ It bothers my folks more than it does me.
e____ I don't see what kids get so up tight about; I can always get a job.

Please classify each of your parents' occupations by checking the categories that fit best. Check one in each column.

Father	Mother	
67a____	68a____	Professional 1 (typically requiring a doctorate or advanced professional degree—such as doctor, professor, etc.)
b____	b____	Professional 2 (typically requiring a master's degree or some professional training beyond college—such as teacher, engineer, accountant)
c____	c____	Managerial or executive (banker, manufacturer)
d____	d____	Semiprofessional or technical (programmer, lab technician, dental assistant)
e____	e____	Public official or supervisor (councilman, police official, for example)
f____	f____	Small business proprietor or farm owner
g____	g____	Sales or skilled clerical (such as department store salesman, stock clerk, secretary)
h____	h____	Semiskilled or general labor (such as machine operator, farm laborer, construction worker, etc.)
i____	i____	Housewife

If your mother is working outside the home, do you think she would prefer to

69a____ Continue to work
b____ Stay at home
c____ I don't know.

How close would you say you have been to your father? Your mother? Check one in each column.

Mother	Father	
70a____	71a____	Extremely close
b____	b____	Quite close
c____	c____	Somewhat close
d____	d____	Not very close

Basically, regardless of sex, which parent do you think you are more like? Check one, please.

72a_____ Father
b_____ Mother
c_____ Neither
d_____ Don't know

How do your parents react to your thinking? Check those items that you believe most closely approximate their feelings.

73_____ They don't take my ideas very seriously.

74_____ They feel I am mistaken in my opinions but think that I will get over them.

75_____ They feel I am mistaken in my ideas and seriously doubt whether I will ever "return to the fold."

76_____ They take my ideas seriously and respect my differences as reasonable choices.

77_____ My parents and I rarely or never disagree.

78_____ I have little communication with my parents.

People differ in the way they think and feel about themselves and others. Some of the items that follow may seem important while others will not. Check those items that appeal to you.

79_____ All too often the present is filled with unhappiness. It's only the future that counts.

80_____ Most times I'd just as soon flip a coin in order to decide something.

81_____ I don't trust to luck in making decisions.

82_____ Even though we don't know what's happening, we have to plan ahead.

83_____ I'd rather have $10 right now than $30 a month from now.

84_____ If I were to apply to another college, I'd choose one that I really want to attend even if my chances of getting in are uncertain.

85_____ If I were to apply to another college, I'd choose one I was sure I could get into.

86_____ I prefer to do things on the spur of the moment.

87_____ My feelings about things and people are easily shown.

88_____ I try to keep my feelings inside.

89_____ I can't stay still for any length of time.

90_____ I find that concentrating is no problem.

It's often difficult to remember one's childhood. However, please check those items that apply to the way you were *generally* like when you were 10 years old.

91_____ I was especially quiet, docile, obedient.

92_____ I had feelings of anger that were so overwhelming that I wanted to run and hide.

93_____ I felt especially proud of my mother, father, or other member of my family.

94_____ I felt alone and shut out.

95_____ I wanted to fight everything out.

96_____ I had or wished I had a dog, cat, or other animal I could cuddle and care for.

97_____ I felt that I was often unjustly punished for things I didn't do.

People feel about and relate to others in different ways. In the list below, check all items that apply to the way you *usually* feel.

98_____ I find it easy to meet strangers.

99_____ I feel most of the people I know mean what they say.

100_____ I feel most people have a hidden meaning in what they say.

101_____ I enjoy working in cooperation with others in a group undertaking.

102_____ I prefer not to get involved in groups.

103_____ I feel that teachers know what they are talking about.

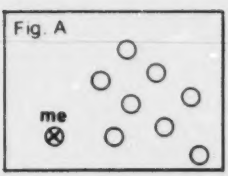
104_____ I believe that if I work hard things will work out for me.

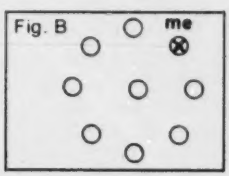
105_____ I don't think things will ever work out right for me.

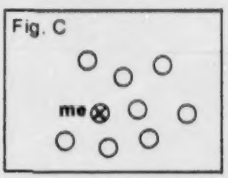
People often feel differently with different groups and in different situations.

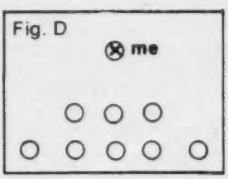
Which figure or figures in the boxes below best describe how you see yourself in relation to the different groups listed? (You may choose the same figure or different figures for your responses. Please make one check in each row.)

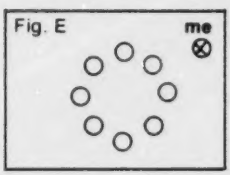
	Fig. A	Fig. B	Fig. C	Fig. D	Fig. E	Fig. F	
106	_____	_____	_____	_____	_____	_____	Most students at this school
107	_____	_____	_____	_____	_____	_____	My family
108	_____	_____	_____	_____	_____	_____	My gang or group of friends
109	_____	_____	_____	_____	_____	_____	Student organizations
110	_____	_____	_____	_____	_____	_____	My teachers
111	_____	_____	_____	_____	_____	_____	My neighborhood
112	_____	_____	_____	_____	_____	_____	Other people where I work

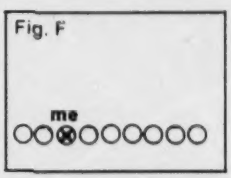












If you are *not* now or have never been enrolled in the Rio Hondo Exploratory College, why not? Check all that apply.

113_____ I didn't know much about it.

114_____ I felt I could achieve more in the regular program.

115_____ The Exploratory College is for people whose academic and vocational plans are less well developed than mine.

116_____ If I were to start college all over again, I would enroll in the Exploratory College.

If you *are* or *were* enrolled in the Exploratory College, check one.

117a_____ The Exploratory College has been a disappointing experience for me.

b_____ The Exploratory College has exceeded my expectations.

If I were to start college over, I would again enroll in the Exploratory College.

118a_____ Yes

b_____ No

As compared to the regular program, the Exploratory College *is* or *should be* helping students do the following. Please check one in each column.

Is	Should Be	
119a_____	120a_____	Define vocational goals
b_____	b_____	Define academic goals
c_____	c_____	Gain personal development
d_____	d_____	Encourage academic independence
e_____	e_____	Gain a broad general education
f_____	f_____	Participate in community services
g_____	g_____	Develop better study habits
h_____	h_____	Know more about career alternatives
i_____	i_____	Mark time
j_____	j_____	Adjust to college

The Exploratory College would be better if it would (Please check one.)

121a_____ Offer a wider range of courses.

b_____ Enroll more students.

c_____ Involve more faculty members.

d_____ Be located nearer the student center.

e_____ Be located completely away from other students.

f_____ Fold up.

g_____ Offer grades A, B, C, D, F.

h_____ Give only Pass/No Pass credit.

i_____ Provide a 2-year rather than a shorter program.

And finally, we very much appreciate your reactions to these several items. Thanks for your help.

TABLE 1

Marital Status, Children, Military Service, Semester in College, and Ethnic Group Affiliation

	Group 1 (N=57) Current EC Ss	%	Group 2 (N=34) Entering EC Ss	%	Group 3 (N=48) Former EC Ss	%	Group 4 (N=119) Non-EC Ss	%
Marital Status								
Single	47	82.5	24	70.6	37	77.1	102	85.7
Married	5	8.8	9	26.5	10	20 8	14	11.8
Separated	1	1.8	1	2.9	0	0	1	0.8
Divorced	4	7.0	0	0	1	2.1	2	1.7
Children								
None	48	84.2	28	82.4	40	83.3	109	91.6
1	5	8.8	0	0	2	4.2	2	1.7
2	1	1.8	2	5.9	3	6.3	6	5.0
3	1	1.8	1	2.9	2	4.2	0	0
4	1	1.8	1	2.9	0	0	1	0.8
5	0	0	2	5.9	1	2.1	0	0
6 or more	1	1.8	0	0	0	0	1	0.8
Military Service								
None	46	82.0	27	79.4	39	81.3	100	84.0
1-4 years	8	14.0	6	17.6	7	14.6	15	12.6
5 or more years	2	3.5	1	2.9	2	4.2	4	3.4
Semester in College								
1	29	50.9	13	38.3	2	4.2	37	31.1
2	9	15.8	8	23.5	6	12.5	9	7.6
3	7	12.3	6	17.6	16	33.3	35	29.4
4 or more	12	21.1	7	20.6	24	50.0	38	31.9

[Continued]

TABLE 1 [Continued]

	Group 1 (N=57) Current EC Ss	%	Group 2 (N=34) Entering EC Ss	%	Group 3 (N=48) Former EC Ss	%	Group 4 (N=119) Non-EC Ss	%
Units Carried								
0	0	0	3	8.8	5	10.4	0	0
11 or fewer	3	5.3	4	11.8	14	29.2	19	16.0
12 or more	54	94.7	27	79.4	29	60.4	100	84.0
Ethnic Group								
No response	4	7.0	3	8.8	1	2.1	2	1.7
American Indian	2	3.5	0	0	2	4.2	0	0
Black	1	1.8	0	0	0	0	1	0.8
Mexican	11	19.3	8	23.5	5	10.4	35	29.4
Other White	38	66.7	22	64.7	39	81.3	78	65.5
Oriental	1	1.8	1	2.9	1	2.1	3	2.5

TABLE 2

Number of Hours Employed Weekly, Schools Attended before 10th Grade, Schools Attended after 10th Grade

	Group 1 (N=57) Current EC Ss	%	Group 2 (N=34) Entering EC Ss	%	Group 3 (N=48) Former EC Ss	%	Group 4 (N=119) Non-EC Ss	%
Hours Employed Weekly								
0	29	50.9	16	47.1	14	29.2	41	34.5
1-10	4	7.0	4	11.8	3	6.3	15	12.6
11-20	10	17.5	6	17.6	11	22.9	27	22.7
21-30	6	10.5	2	5.9	4	8.3	21	17.6
31-40	5	8.8	3	8.8	11	22.9	8	6.7
More than 40	3	5.3	3	8.8	5	10.4	7	5.9
Schools Attended before 10th Grade								
1	5	8.8	3	8.8	1	2.1	5	4.2
2	15	26.3	9	26.5	11	22.9	35	29.4
3	16	28.1	10	29.4	18	37.5	45	37.8
4	11	19.3	4	11.8	10	20.8	12	10.1
5	4	7.0	3	8.8	5	10.4	6	5.0
6 or more	6	10.5	5	14.7	3	6.3	16	13.4
Schools Attended from Grades 10-12								
0-No response	0	0	1	2.9	0	0	0	0
1	3	5.3	2	5.9	2	4.2	3	2.5
2	43	75.4	23	67.6	40	83.3	96	80.7
3	7	12.3	5	14.7	5	10.4	15	12.6
4	2	3.5	2	5.9	0	0	3	2.5
5	2	3.5	1	2.9	0	0	2	1.7
6 or more	0	0	0	0	1	2.1	0	0

TABLE 3

Plans for Coming Years

	Group 1 (N=57) Current EC Ss	%	Group 2 (N=34) Entering EC Ss	%	Group 3 (N=48) Former EC Ss	%	Group 4 (N=119) Non-EC Ss	%
Which of the following do you think that you will do in the next 2 or 3 years? Check those that apply.								
Get married while in college	2	3.5	1	2.9	5	10.4	15	12.6
Select a major field	32	56.1	10	29.4	15	31.3	39	32.8
Make a career choice	27	47.4	11	32.4	14	29.2	37	31.1
Get an AA degree	18	31.6	10	29.4	10	20.8	44	37.0
Join a social club	2	3.5	2	5.9	1	2.1	4	3.4
Drop out of Rio Hondo temporarily	6	10.5	1	2.9	4	8.3	7	5.9
Drop out permanently	4	7.0	2	5.9	4	8.3	0	0
Transfer to another college before graduation	16	28.1	11	32.4	13	27.1	34	28.6
Transfer to another college or university after obtaining an AA degree	19	33.3	7	20.6	22	45.8	60	50.4

TABLE 4

Campus Characteristics

	Group 1 (N=57) Current EC Ss	%	Group 2 (N=34) Entering EC Ss	%	Group 3 (N=48) Former EC Ss	%	Group 4 (N=119) Non-EC Ss	%
Facilities, policies, requirements, attitudes, etc., differ from one campus to another. What would you like to be characteristic of this campus? If the statement describes a condition that you *think is* or you *would like* to be true, make a check in the appropriate box.								
Rio Hondo offers many really practical courses, such as typing, report writing, etc.	23	40.4	10	29.4	15	31.3	48	40.3
Many students play an active role in helping new students adjust to campus life.	11	19.3	8	23.5	9	18.8	33	27.7
The instructors go out of their way to help you.	32	56.1	19	55.9	25	52.1	60	50.4
This school is really friendly.	20	35.1	15	44.1	15	31.3	42	35.3
Students are encouraged to criticize administrative policies and teaching practices.	20	35.1	8	23.5	19	39.6	26	21.8
This school offers many opportunities for students to understand important works in art, music, drama.	21	36.8	13	38.2	20	41.7	32	26.9
Students are actively concerned about national and international affairs.	18	31.6	7	20.6	23	47.9	37	31.1
Many famous people are brought to campus for lectures, concerts, etc.	15	26.3	8	23.5	21	43.8	32	26.9
Students ask permission before doing something different from common policies or practices.	5	8.8	4	11.8	4	8.3	10	8.4
Most courses are a real intellectual challenge.	9	15.8	5	14.7	16	33.3	29	24.4
Students set high standards of achievement for themselves.	10	17.5	4	11.8	15	31.3	33	27.7

TABLE 5

Trait Comparisons

	Group 1 (N=57) Current EC Ss	%	Group 2 (N=34) Entering EC Ss	%	Group 3 (N=48) Former EC Ss	%	Group 4 (N=119) Non-EC Ss	%
How do you see yourself when compared with the average community college student? Check all of the following traits on which you think you are *above* average.								
Academic ability	25	43.9	8	23.5	23	47.9	59	49.6
Ambition	18	31.6	11	32.4	20	41.7	60	50.4
Emotional maturity	29	50.9	14	41.2	25	52.1	59	49.6
Originality, creativity	22	38.6	14	41.2	21	43.8	32	26.9
Understanding of others	38	66.7	20	58.8	37	77.1	63	52.9
Understanding of self	30	52.6	15	44.1	39	81.3	58	48.7
Participation in community activities (e.g., political campaigns, church, social clubs)	15	26.3	5	14.7	7	14.6	16	13.4

[*Continued*]

TABLE 5 [Continued]

When compared with the average community college student, what do you think your chances of future success will be? Please check one.								
No response	3	5.3	3	8.8	2	4.2	1	0.8
Better	24	42.1	17	50.0	23	47.9	73	61.3
Same	26	45.6	13	38.2	19	39.6	42	35.3
Not as good	4	7.0	1	2.9	4	8.3	3	2.5

TABLE 6

Future Plans

	Group 1 (N=57) Current EC Ss	%	Group 2 (N=34) Entering EC Ss	%	Group 3 (N=48) Former EC Ss	%	Group 4 (N=119) Non-EC Ss	%
What would you like to be doing 5 years from now? Please check all that apply.								
Holding down a good job	22	38.6	10	29.4	26	54.2	72	60.5
Just loafing with no worries about money or other responsibilities	6	10.5	7	20.6	3	6.3	7	5.9
Preparing for a profession (e.g., law, medicine, academic requiring a doctorate)	19	33.3	13	38.2	12	25.0	47	39.5
I haven't the faintest idea.	17	29.8	6	17.6	12	25.0	8	6.7

TABLE 7

Information about Parents

	Group 1 (N=57) Current EC Ss	%	Group 2 (N=34) Entering EC Ss	%	Group 3 (N=48) Former EC Ss	%	Group 4 (N=119) Non-EC Ss	%
Occupation								
Professional 1								
Father	3	5.3	0	0	1	2.1	3	2.5
Mother	2	3.5	0	0	0	0	2	1.7
Professional 2								
Father	5	8.8	5	14.7	6	12.5	15	12.6
Mother	6	10.5	3	8.8	4	8.3	9	7.6
Managerial or Executive								
Father	11	19.3	3	8.8	3	6.3	23	19.3
Mother	0	0	1	2.9	0	0	4	3.4
Semiprofessional or Technical								
Father	2	3.5	1	2.9	3	6.3	8	6.7
Mother	5	8.8	0	0	3	6.3	11	9.2
Public Official or Supervisor								
Father	2	3.5	3	8.8	1	2.1	7	5.9
Mother	0	0	1	2.9	0	0	0	0
Small Business or Farm Owner								
Father	9	15.8	1	2.9	5	10.4	12	10.1
Mother	1	1.8	0	0	0	0	1	0.8

[*Continued*]

TABLE 7 [Continued]

	Group 1 (N=57) Current EC Ss	%	Group 2 (N=34) Entering EC Ss	%	Group 3 (N=48) Former EC Ss	%	Group 4 (N=119) Non-EC Ss	%
Sales or Skilled Clerical								
Father	4	7.0	1	2.9	6	12.5	7	5.9
Mother	11	19.3	6	17.6	13	27.1	29	24.4
Semiskilled or General Labor								
Father	17	29.8	11	32.4	18	37.5	38	31.9
Mother	5	8.8	7	20.6	5	10.4	6	5.0
Housewife								
Mother	23	40.4	12	35.3	20	41.7	53	44.5
No response								
Father	4	7.0	9	26.5	5	10.4	6	5.0
Mother	4	7.0	4	11.8	3	6.3	4	3.4
Would mother prefer to								
Continue to work	26	45.6	12	35.3	20	41.7	50	42.0
Stay at home	4	7.0	8	23.5	10	20.8	22	18.5
Don't know	10	17.5	4	11.8	5	10.4	10	8.4
No response	17	29.8	10	29.4	13	27.1	37	31.1

TABLE 8

Parental-Related Items

	Group 1 (N=57) Current EC Ss	%	Group 2 (N=34) Entering EC Ss	%	Group 3 (N=48) Former EC Ss	%	Group 4 (N=119) Non-EC Ss	%
Closeness to parents								
Extremely close								
Father	8	14.0	6	17.6	9	18.8	20	16.8
Mother	13	22.8	7	20.6	13	27.1	36	30.3
Quite close								
Father	12	21.1	5	14.7	10	20.8	33	27.7
Mother	14	24.6	9	26.5	18	37.5	39	32.8
Somewhat close								
Father	21	36.8	9	26.5	12	25.0	35	29.4
Mother	16	28.1	10	29.4	9	18.8	29	24.4
Not very close								
Father	14	21.1	8	23.5	16	33.3	25	21.0
Mother	12	24.6	3	8.8	6	12.5	12	10.1
No response								
Father	2	3.5	6	17.6	1	2.1	6	5.0
Mother	2	3.5	3	14.7	1	2.1	3	2.5

[Continued]

TABLE 8 [Continued]

	Group 1 (N=57) Current EC Ss	%	Group 2 (N=34) Entering EC Ss	%	Group 3 (N=48) Former EC Ss	%	Group 4 (N=119) Non-EC Ss	%
Like which parent?								
Father	20	35.1	7	20.6	9	18.8	50	42.0
Mother	14	24.6	6	17.6	10	20.8	34	28.6
Neither	7	12.3	14	41.2	12	25.0	11	9.2
Don't know	13	22.8	3	8.8	16	33.3	20	16.8
No response	3	5.3	4	11.8	1	2.1	4	3.4
Parents' reactions to student's thinking								
Don't take ideas seriously	9	15.8	4	11.8	7	14.6	15	12.6
Feel student is mistaken but will change	9	15.8	4	11.8	6	12.5	21	17.6
Mistaken and will not change	10	17.5	6	17.6	6	12.5	4	3.4
Take ideas seriously	24	42.1	14	41.2	29	60.4	59	49.6
Rarely disagree	2	3.5	0	0	5	10.4	15	12.6
Little communication	18	31.6	10	29.4	9	18.8	30	25.2

TABLE 9

Group Cohesion

	Group 1 (N=57) Current EC Ss	%	Group 2 (N=34) Entering EC Ss	%	Group 3 (N=48) Former EC Ss	%	Group 4 (N=119) Non-EC Ss	%
Fellow Students								
Related (BCF)	44	77.2	13	38.2	28	58.4	71	59.7
Nonrelated (ADE)	8	14.0	11	32.3	17	35.5	39	32.8
No response	5	8.8	10	29.4	3	6.3	9	7.6
Family								
Related (BCF)	36	63.2	19	55.8	36	75.0	97	81.6
Nonrelated (ADE)	19	33.3	8	23.6	7	14.7	13	10.9
No response	2	3.5	7	20.6	5	10.4	9	7.6
Friends								
Related (BCF)	47	82.5	22	64.7	37	77.1	99	83.2
Nonrelated (ADE)	6	10.5	3	8.8	8	16.8	11	7.3
No response	4	7.0	9	26.5	3	6.3	9	7.6
Student Organizations								
Related (BCF)	16	28.1	7	20.6	18	37.5	27	22.7
Nonrelated (ADE)	34	59.6	15	44.0	25	52.1	80	67.2
No response	7	12.3	12	35.3	5	10.4	12	10.1

[Continued]

TABLE 9 [Continued]

	Group 1 (N=57) Current EC Ss	%	Group 2 (N=34) Entering EC Ss	%	Group 3 (N=48) Former EC Ss	%	Group 4 (N=119) Non-EC Ss	%
Teachers								
Related (BCF)	37	64.9	18	52.9	30	62.5	61	51.2
Nonrelated (ADE)	13	22.8	7	20.5	16	33.3	49	41.2
No response	7	12.3	9	26.5	2	4.2	9	7.6
Neighbors								
Related (BCF)	26	45.6	9	26.4	22	45.8	72	60.6
Nonrelated (ADE)	25	43.8	15	44.1	21	43.8	38	32.0
No response	6	10.5	10	29.4	5	10.4	9	7.6
Work Colleagues								
Related (BCF)	35	61.4	19	55.8	30	62.5	81	68.0
Nonrelated (ADE)	6	10.6	2	5.9	11	22.9	11	9.2
No response	10	28.1	13	38.2	7	14.6	27	22.7

TABLE 10

Exploratory College Goals

	Group 1 (N=57) Current EC Ss				Group 2 (N=34) Entering EC Ss				Group 3 (N=48) Former EC Ss				Group 4 (N=119) Non-EC Ss			
	Is	%	Should Be	%	Is	%	Should Be	%	Is	%	Should Be	%	Is	%	Should Be	%
As compared to the regular program, the Exploratory College *is* or *should be* helping students do the following:																
Define vocational goals	1	1.8	0	0	0	0	0	0	0	0	0	0	0	0	4	3.4
Define academic goals	2	3.5	0	0	1	2.9	0	0	0	0	1	2.1	1	0.8	1	0.8
Gain personal development	2	3.5	3	5.3	2	5.9	0	0	0	0	1	2.1	1	0.8	1	0.8
Encourage academic independence	1	1.8	0	0	0	0	1	2.9	2	4.2	0	0	3	2.5	3	2.5
Gain a broad general education	1	1.8	3	5.3	0	0	0	0	0	0	0	0	0	0	2	1.7
Participate in community services	1	1.8	3	5.3	0	0	0	0	0	0	1	2.1	2	1.7	0	0

[*Continued*]

TABLE 10 [Continued]

	Group 1 (N=57) Current EC Ss				Group 2 (N=34) Entering EC Ss				Group 3 (N=48) Former EC Ss				Group 4 (N=119) Non-EC Ss			
	Is	%	Should Be	%	Is	%	Should Be	%	Is	%	Should Be	%	Is	%	Should Be	%
As compared to the regular program, the Exploratory College *is* or *should be* helping students do the following:																
Develop better study habits	0	0	2	3.5	1	2.9	0	0	0	0	5	10.4	0	0	2	1.7
Know more about career alternatives	0	0	4	7.0	0	0	2	5.9	1	2.1	0	0	2	1.7	3	2.5
Mark time	1	1.8	0	0	0	0	0	0	4	8.3	2	4.2	0	0	1	0.8
Adjust to college	3	5.3	0	0	0	0	0	0	1	2.1	0	0	1	0.8	1	0.8
No response	25	43.9	42	73.7	30	88.2	31	91.2	40	83.3	38	79.2	109	91.6	101	84.9

TABLE 11

Areas for Exploratory College Improvement

	Group 1 (N=57) Current EC Ss	%	Group 2 (N=34) Entering EC Ss	%	Group 3 (N=48) Former EC Ss	%	Group 4 (N=119) Non-EC Ss	%
The Exploratory College would be better if it would:								
Offer a wider range of courses.	20	35.1	10	29.4	16	33.3	9	7.6
Enroll more students.	2	3.5	2	5.9	0	0	11	9.2
Involve more faculty members.	3	5.3	1	2.9	5	10.4	2	1.7
Be located nearer the student center.	1	1.8	0	0	1	2.1	2	1.7
Be located completely away from other students.	0	0	0	0	0	0	1	0.8
Fold up.	0	0	0	0	1	2.1	1	0.8
Offer grades A, B, C, D, F.	0	0	0	0	0	0	3	2.5
Give only Pass/No Pass credit.	1	1.8	1	2.9	0	0	4	3.4
Provide a 2-year rather than a shorter program.	5	8.8	2	5.9	3	6.3	4	3.4
No response.	25	43.9	18	52.9	22	45.8	82	68.9

TABLE 12

Functional Potential Scores for Four Student Groups

	N	Low F.P.	%	Medium F.P.	%	High F.P.	%	Mean F.P.	S.D.
Group 1 Currently Enrolled Exploratory College Students	57	32	56.1	24	42.1	1	1.2	17.12	4.63
Group 2 Entering Exploratory College Students	34	25	73.5	9	26.5	0	0	14.68	5.50
Group 3 Former Exploratory College Students	48	20	41.7	28	58.3	0	0	17.98	4.47
Group 4 Rio Hondo Students Not Enrolled in Exploratory College	119	45	37.8	72	60.5	2	1.7	18.42	4.56
Total N	258	122	47.3	133	51.6	3	1.2	258 100%	

APPENDIX 2

Rio Hondo College Faculty and Staff Survey

with Responses

RIO HONDO COLLEGE FACULTY AND STAFF SURVEY

N = 79

We are conducting an evaluation of the Exploratory College and would like to have your attitudes toward this operation. Please take a few moments to respond to the following questions. *Check all that apply.*

As compared to the regular program, the Exploratory College (1) *is* or (2) *should be* helping students do the following: (Please check one in each column.)

Is	Should Be	
1a 5	2a 47	Define vocational goals
b 13	b 45	Define academic goals
c 27	c 36	Gain personal development
d 36	d 28	Encourage academic independence
e 23	e 35	Gain a broad general education
f 7	f 37	Participate in community services
g 11	g 48	Develop better study habits
h 8	h 47	Know more about career alternatives
i 21	i 2	Mark time
j 22	j 39	Adjust to college

The Exploratory College would be better if it would (Please check one.)

3a 23 Offer a wider range of courses.
b 9 Enroll more students.
c 27 Involve more faculty members.
d 3 Be located nearer the student center.
e 0 Be located completely away from other students.
f 17 Fold up.
g 10 Offer grades A, B, C, D, F.
h 10 Give only Pass/No Pass credit.

What should the role of the Exploratory College be within Rio Hondo College? The Exploratory College should be a place

4a 46 To try out different instructional techniques.
b 53 To try out different curriculum patterns.
c 10 To park students who don't know what program they would like to enter.
d 6 Apart from and essentially unrelated to the regular program.
e 19 For students to upgrade skills preparatory to their being enrolled in the regular college program.
f 23 For students to upgrade skills *while* they are enrolled in the regular program.

[*Continued*]

In comparison with students in other Rio Hondo programs, do you think students who *enroll* in the Exploratory College are

	More	Same	Less
Motivated	5a 11	b 27	c 20
Intelligent	6a 3	b 49	c 4
Goal-directed	7a 3	b 16	c 37
Interesting	8a 11	b 37	c 5
Creative	9a 13	b 34	c 7
Community-minded	10a 5	b 36	c 10
Studious	11a 1	b 31	c 23
Mature	12a 5	b 26	c 25

In comparison with students in other Rio Hondo programs, do you think students who *have spent a semester or more* in the Exploratory College are

	More	Same	Less
Motivated	13a 15	b 30	c 9
Intelligent	14a 3	b 43	c 5
Goal-directed	15a 12	b 25	c 14
Interesting	16a 11	b 32	c 4
Creative	17a 14	b 32	c 3
Community-minded	18a 13	b 31	c 6
Studious	19a 5	b 31	c 15
Mature	20a 9	b 29	c 13

In what ways has the Exploratory College influenced your own work? Has it led you to:

21a 2 Revise an entire course
b 5 Revise a portion of a course
c 4 Change a teaching practice
d 11 Be more sure of your own activities
e 2 Take a different attitude towards students
f 57 It has had no effect on me.

During the academic year, approximately how many hours per week do you spend in:

	0-3	4-6	7-10	11-14	15+
Scheduled classes	22a 7	b 8	c 2	d 16	e 43
Other work with students individually or in groups	23a 4	b 30	c 19	d 6	e 16

		0-3	4-6	7-10	11-14	15+
Preparing for classes; reading student papers or exams	24a	8	b 14	c 15	d 13	e 27
Committee work and other administrative tasks	25a	25	b 25	c 11	d 3	e 12

If you had a son or daughter in Rio Hondo College, would you recommend that he or she enroll in the Exploratory College?

26a 22 Yes
b 51 No

If the opportunity presented itself, would you like to become more involved with the Exploratory College?

27a 31 Yes
b 36 No

If you care to elaborate on your responses or to provide other reactions about the Exploratory College, please leave a note in our box in the mail room or call Arthur Cohen or Florence Brawer at 825-2621 or 825-3931 any weekday between 8:00 and 5:00. We would welcome the opportunity of speaking with you further.

Thank you.

A. M. Cohen
F. B. Brawer

RIO HONDO COLLEGE FACULTY AND STAFF SURVEY
(Faculty Currently Involved with Exploratory College)

N = 5

We are conducting an evaluation of the Exploratory College and would like to have your attitudes toward this operation. Please take a few moments to respond to the following questions. *Check all that apply.*

As compared to the regular program, the Exploratory College (1) *is* or (2) *should be* helping students do the following: (Please check one in each column.)

Is	Should Be	
1a 2	2a 2	Define vocational goals
b 3	b ___	Define academic goals
c 5	c ___	Gain personal development
d 3	d 2	Encourage academic independence
e 2	e 1	Gain a broad general education
f 1	f 2	Participate in community services
g 1	g 1	Develop better study habits
h 1	h 2	Know more about career alternatives
i ___	i ___	Mark time
j 3	j 1	Adjust to college

The Exploratory College would be better if it would (Please check one.)

3a 3 Offer a wider range of courses.
b ___ Enroll more students.
c 2 Involve more faculty members.
d ___ Be located nearer the student center.
e ___ Be located completely away from other students.
f ___ Fold up.
g ___ Offer grades A, B, C, D, F.
h ___ Give only Pass/No Pass credit.

What should the role of the Exploratory College be within Rio Hondo College? The Exploratory College should be a place

4a 4 To try out different instructional techniques.
b 4 To try out different curriculum patterns.
c 1 To park students who don't know what program they would like to enter.
d ___ Apart from and essentially unrelated to the regular program.
e ___ For students to upgrade skills preparatory to their being enrolled in the regular college program.
f 1 For students to upgrade skills *while* they are enrolled in the regular program.

In comparison with students in other Rio Hondo programs, do you think students who *enroll* in the Exploratory College are

	More	Same	Less
Motivated	5a 4	b 1	c
Intelligent	6a	b 5	c
Goal-directed	7a	b 3	c 2
Interesting	8a 3	b 2	c
Creative	9a 3	b 2	c
Community-minded	10a 2	b 2	c 1
Studious	11a	b 4	c 1
Mature	12a 1	b 4	c

In comparison with students in other Rio Hondo programs, do you think students who *have spent a semester or more* in the Exploratory College are

	More	Same	Less
Motivated	13a 4	b 1	c
Intelligent	14a 1	b 4	c
Goal-directed	15a 2	b 3	c
Interesting	16a 2	b 3	c
Creative	17a 4	b 1	c
Community-minded	18a 2	b 3	c
Studious	19a 1	b 4	c
Mature	20a 3	b 2	c

In what ways has the Exploratory College influenced your own work? Has it led you to:

21a 2 Revise an entire course
b 5 Revise a portion of a course
c 3 Change a teaching practice
d 1 Be more sure of your own activities
e 3 Take a different attitude towards students
f It has had no effect on me.

During the academic year, approximately how many hours per week do you spend in:

	0-3	4-6	7-10	11-14	15+
Scheduled classes	22a	b 1	c	d 2	e 2
Other work with students individually or in groups	23a	b 2	c 3	d	e
Preparing for classes; reading student papers or exams	24a	b 1	c 1	d	e 3

[Continued]

	0-3	4-6	7-10	11-14	15+
Committee work and other administrative tasks	25a____	b 2	c 2	d____	e 1

If you had a son or daughter in Rio Hondo College, would you recommend that he or she enroll in the Exploratory College?

26a 4 Yes
b____ No

If the opportunity presented itself, would you like to become more involved with the Exploratory College?

27a 3 Yes
b 1 No

If you care to elaborate on your responses or to provide other reactions about the Exploratory College, please leave a note in our box in the mail room or call Arthur Cohen or Florence Brawer at 825-2621 or 825-3931 any weekday between 8:00 and 5:00. We would welcome the opportunity of speaking with you further.

Thank you.

A. M. Cohen
F. B. Brawer

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LOS ANGELES

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CLEARINGHOUSE FOR
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INFORMATION